



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Voice in Synthesis
Course	English II PreAP	Dates	1/30-2/3

<p>Monday (1/30) pp.95-101 Parts of 3.8 and 3.9 are used but adapted to <i>The Crucible</i></p> <p>There will be a link to a video on McCarthyism and a historical document provied</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Create a working definition of the word McCarthyism2. Gain content of knowledge from an informational video3. Read closely the historical4. Explain the relationship between a text and its historical context <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Engaging students' prior knowledge of McCarthyism3. Gathering Information from a Video4. Revising definitions and discussing the implications5. Observing elements of6. Analysis through writing and explaining the relationship between Act I Introduction and historical context. (pp.563-566)7. Exit Slip <p>Formative Assessment: Writing prompt</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: Stuff on witches and McCarthyism</p> <p>Follow-Up/Homework: Vocabulary Quiz II Friday</p>
<p>Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>	



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<p>Tuesday (1/31)</p> <p>pp. 111-114</p> <p>Lesson 3.12 is what we are building to while reading the Crucible.</p>	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Read and analyze an argument2. Identify and explain counterarguments3. Explain how authors present different perspectives on a common theme.4. Explain how different characters' perspectives change over the course of <i>The Crucible</i> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Assign reading roles.3. Begin Act I ((pp.566-579, line 224 right before the prose passage on Rebecca)4. Reflection Questions5. Exit Slip—Characterization Chart <p>Formative Assessment: Reflection Question and Characterization Chart</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: The movie.</p> <p>Follow-Up/Homework: Vocabulary Quiz II Friday</p>
<p>Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>	



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<p>Wednesday/Thursday (2/1-2/2)</p> <p>pp. 111-114</p> <p>Lesson 3.12 is what we are building to while reading the Crucible.</p>	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Read and analyze an argument2. Identify and explain counterarguments3. Explain how authors present different perspectives on a common theme.4. Explain how different characters' perspectives change over the course of <i>The Crucible</i> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Character refresher and assigned readers reminder3. Complete Act I ((pp.579-595)4. Act 1 Study Guide5. Act 1 Character Map6. Having a dialogue (3.12 pp. 112-113)7. Exit Slip—Characterization Chart <p>Formative Assessment: Character Map and Study Guide</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: The movie</p> <p>Follow-Up/Homework: Renaissance Make Up Next Week, Vocabulary Quiz Friday the 27th</p>
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Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.	
Friday (2/3) pp. 111-114 Lesson 3.12 is what we are building to while reading the Crucible.	Daily Objective: SWBAT: <ol style="list-style-type: none">1. Read and analyze an argument2. Identify and explain counterarguments3. Explain how authors present different perspectives on a common theme.4. Explain how different characters' perspectives change over the course of <i>The Crucible</i> Agenda with Approximate Time Limits: <ol style="list-style-type: none">1. Vocabulary Quiz2. Character refresh and introduction on Act 2 characters.3. Recast assigned roles4. Begin Act 2 (601-606, line 93 Mary Warren gives Elizabeth the poppet.)5. Exit Slip—Characterization Chart Formative Assessment: Vocabulary Quiz Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall Extension: The Movie Follow-Up/Homework:
Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.	